

Europe in the curricula of European compulsory schools

**Or: Is there a need for a European
curriculum?**

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1. PISA, curricula und Europe

Starting point

In recent years, a wide variety of comparative studies on educational policies, economics and legislative situations in selected nation-states and, increasingly, on a global and international level have been performed worldwide. The last, and most famous study in many ways is being organized since 2000 in more and more countries around the world. This study known under the name PISA (Programme for International Student Assessment) (is) aimed at assessing 15-year-olds in terms of their skills in reading, mathematics and natural sciences. Under the auspices of the OECD, a research design was developed in order to produce specified results and making records available, which up to now were not available for scientific comparison study.

With the presentation of the first results, some European countries experienced the “PISA shock”! Politicians, teachers, parents, educators, scientists and other stakeholders were surprised and sometimes ashamed of the poor performance of the subjects. In all three tested skills, for example the German, Spanish and Greek students scored below average performance. The results demonstrated, i.e., the poor condition of selected educationally

relevant aspects and in particular, significant performance weaknesses in reading, mathematics and the natural sciences. Furthermore, it was shown that for many countries, an overrepresentation of tested students brought forth results that settle on the two lowest levels of competence. Similarly, the results showed that in countries such as the Federal Republic of Germany poor results are interconnected with power and social background. In many European countries, educational opportunities and educational success of children and young people strongly depend on the income of their parents.

The discussion of the PISA results took and still takes place at different levels. Unfortunately, this discussion did not go beyond the attempted clarification of the question "why". A unified canon of fault attributions between all actors involved in the teaching and learning process was and still can be observed. Implications for educational practice, for changes in the internal and external school structure or teaching and learning content did not materialize. Changes have been encouraged by governments and educational science institutions, however, their implementation still proves to be mandatory. Thus Schroeder (2001), for example asked "whether the German educational federalism had not carried itself to the grave" and requested to not save the ministers of education of the federal states, but the German school. He calls for "a national communication and definition which are the minimum standards for a sound basic education. We need a national curriculum for the core areas of education." Interesting in this context is to also take a look at other nation-states in Europe and beyond. On behalf of the Federal Government in Germany, a comparative study of selected PISA participating countries was commissioned. This study, conducted in the form of a systematic comparison of the school landscapes in Canada, England, Finland, France, Sweden and the Netherlands, in contrast to the Federal Republic of Germany had to highlight the differences between the countries open. Key findings indicate that in other countries, for example, early education reforms, new management models of the school system, setting educational standards, increased responsibility of the school, the regular practice of comparative studies, centrally established evaluation agencies as well as a differentiated resource allocation can be recognized.

In the broadest sense, national education standards and their associated tests or standardized achievement tests and their central evaluation are closely integrated in the examined school systems. A glance at the educational policy documents - whether, for example, the National Curriculum in England and Wales or the national L  roplan in Norway and Sweden - reveals, that central national management tools, developed in the PISA-predominant countries, are implemented and evaluated regularly, although that not in all countries these national documents are binding. In the United States or in Canada there is no national document that binds with obligation all states (USA) or provinces (Canada), and all parties connected to the educational process, to implement national teaching and learning objectives. These countries have developed national minimum standards that most

definitely can be understood as national control documents. A tendency can also be seen that the listed countries have different starting positions, out of which education policy documents are developed. Schirp notes "where detailed and universally applicable curriculum requirements exist, there is a tendency towards a dismantling of tight regulations; where traditionally more open frameworks exist, thought goes out to how the core of obligations can be defined and established." The spectrum of these different regulations is extensive and varied.

This diversity and extent are not only reflected in the content of these regulations, but mainly in the terminology itself. The terms "regulations" or educational policy "guidance and control documents" are so general that they do not reveal in detail what should actually spring forth from them. This also shows that these guidance and management tools/documents carry nationally different labels. The spectrum ranges from frameworks, framework directives, syllabuses to curriculum, to mention only the best known and most widely used terms at this point. Also the understanding with regard to these terms partially differs from each other seriously.

On the notion of curriculum

The term "curriculum" is not a term, it has only been used in international languages about for some time. It is a term used in a very diverse and sophisticated way that was (is) used in a variety of geopolitical areas. Educational dictionaries feature a variety of uses for the term curriculum. Often the ambiguity of the term is pointed out. Curriculum could - according to Lenzen - be used in the narrower sense as a "product of a planning", or in a wider sense can be understood as "a document (that) includes the conditions and processes of creation and implementation of this plan".

Keck and Sandfuchs, for example, proceed from the original idea of the curriculum as a run, a cycle or race track and illustrate the difference with the concept of learning programme in that the curriculum expresses "the progression of teaching and learning at a precisely prescribed way" and that "a scientifically based coordination of learning objectives, learning content, forms of mediation, media and learning check-ups" must be stipulated in the curriculum.

Colloquially, the term curriculum is applied in various ways. Thus, according to the understanding of different groups of people, curricula reflect "school subjects, subject content, courses and learning programs, curriculum guidelines and syllabi and use qualifying words such as core, optional, action-oriented, experiential, secret, generally forming or vocational curriculum." No generally accepted definition of curriculum can be presented and therefore can only be made vague and subject to change. One such attempt

was made by the Royal School Inspectorate in England. This attempt reflects on the one hand most comprehensively the different meanings of the term within the German discussion on curriculum and on the other hand in international context currently satisfies a high validity claim: "The curriculum of a school consists of all those activities that are planned and promoted in the organizational framework to promote the intellectual, personal, social and physical development of their students. It includes not only the formal lessons, but also informal extracurricular activities and in addition expresses those characteristics that create the school climate, such as the quality of the relationship between all those concerned, the interest in equal opportunities and values, the way the school goes about its tasks, and the way how this is organized and managed. Teaching and learning styles strongly influence the curriculum and can therefore in practice not be separated." That this definition in England and Wales itself, does not reflect the content of the National Curriculum, is not up for debate.. Rather the bigger picture must be looked at, what is the implication of a curriculum in international understanding.

Outlines of a European curriculum

The difficulties that appear in the description and definition of the term "curriculum" do not diminish, when a European curriculum becomes the question. This problem is further complicated by the term "Europe". When speaking about Europe, one moves into a multidimensional sphere, for what distinguishes Europe from other continents, is its cultural and traditional diversity. This 'diverse uniqueness' has emerged in recent centuries under the conditions of war, power struggles and the development of nation-states. The conflict between European people for their national independence and the struggle for supremacy, take centre stage especially at school when imparting knowledge about Europe. But what got neglected, was the representation of the common roots of many cultural, economic, political and historical similarities, the same geographical and economical backgrounds and also the spiritual and philosophical values. It was only after the two world wars, that historians, politicians and economists recollected these similarities and came to think of a European consolidation.

Europe is not an idea of the 20th and the 21st century. Our continent owes its name to an Asian girl whose story is told in Greek mythology. According to this myth, Europe was the daughter of the Phoenician king Agenor and his wife Telephassa. The princess Europe, who according to legend, raised three children fathered by the Greek god Zeus, left her posterity with the mystery of why an entire continent was named after her. Herodotus, the first historian of the ancient world, was clueless already hundreds of years ago and did not solve the mystery. "As for Europe, nobody knows whether it is surrounded by the sea, or where it got its name and who gave it the title of continent, unless we agree that it was handed

down by a Tyrian woman named Europe and that before her it was without name like the other continents.”

Following this approach, politicians and historians have often discussed what Europe is where Europe begins and where Europe ends. Is Europe the territory from the Atlantic coast in the west of Portugal to the Urals in the east, from Scandinavia in the north to Sicily in the south; is Europe ‘the Europe of 28’, the 28 Member States of the European Union or is Europe the territory of the EU Member States, the EFTA States and the countries of Eastern Europe which are not members of the Union so far?

Europe is not only the affirmation of a multicultural idea, but has to be understood as a synonym for the Christian Occident and thus as a society for peace, freedom, democracy and security. Europe is a political task which includes ensuring peace, a common economic and social policy as well as a humanistic rights policy, the balance of the global North-South divide and the defence of terrorism. Thus, Europe has to be regarded in the first place as an area of various manifestations of European culture. At its core, the equality of all people before the law, the dignity of man, a European legal system, renunciation of violence and the high esteem of the family i.e. are included. The “European” lies in the common resistance to hegemonic ambitions and a strengthened awareness against external threats. At the common ground of European culture you can find art, music and literary works as well as the science of education and other scientific movements. This is the reason that Western culture was able to and will survive the diversity of political, economic and social systems even in the future.

Thus, when two such elusive subject areas as “curriculum” on the one hand and “Europe” on the other hand meet, it can be safely assumed that cross-linking the two areas will be tainted with even more significant difficulties. European decisions are made according to the principle of subsidiarism. National choices and decisions take precedence over cross-national and European decisions. Likewise, the same happens in the fields of youth and education. The discussions of recent years have made it clear on various educational policy levels, for example, that a European educational system that in its inner and outer structure is identical for all Member States of the Union, is neither intended nor sought out. We are very far away from a European educational system. Nevertheless, there is a consensus on that Europe and the European unification and integration must be reflected process in different ways into the school systems in Europe. Not least, the requirement for integration of the European dimension in education, which experienced a crucial improvement with the Green Paper on the European dimension since 1993, implies the integration of European elements into the educational systems in Europe. At this point, reference is made only to the tertiary educational system. Through the implementation of the Bologna Declaration and

the Lisbon Strategy, the unification of European curricula and recognition of European diplomas and degrees has improved progressively.

Since the introduction of Socrates (II), LLP and currently ERASMUS+ educational and effective financial actions have been launched. Through mobility programs, language programs as well as target groups and thematic networks an attempt is made to meet the demand for a comprehensive integration of the European dimension in education. A European curriculum does not prove to be questionable, but rather worthwhile, where - and this was clearly stated - a mandatory, uniform and pan-European curriculum is disproportionate. Rather, in the context of the European unification and integration process, elements and modules, serving as orientation and guidelines, should be addressed. The difficult task is and will also be in the next few years to carry out country-specific concretizations, to expand national curriculum guidelines with European content and especially to organize and enable reflection processes in tangible life situations. To realize this goal and this task requires, on the one hand to shift away from closed curricular structures and to turn to open curricular structures that enable widely the study area of Europe, and on the other hand the comprehensive awareness of teachers for and in Europe. Such a curriculum or curricular module must have contours, allowing leeway for all the players involved in education, whereby creativity is released and where - as paradoxical as it may sound - more than only about Europe is taught and learned. Following Schirp, therefore selected, essential guiding principles for a European-oriented curriculum should be emphasized:

1. Multiculturalism and internationalism

The past decades have shown that contradictions in attitudes, behaviours and practices between European nation states have become larger. Many historical events make it clear that Europe has been characterized in recent years, more of a divisive than a unifying force. The dissolution of the Soviet Union, the partition of Czechoslovakia or the civil war in former Yugoslavia in the early 1990s show, this tendential development. National States were dissolved, national consciousness expands (ed): federalism and decentralization are contrary to the pursuit of a united Europe. Recent developments in Spain (attempted split of Catalonia), Switzerland and Ukraine clearly show that Europe is still facing great challenges. A European curriculum must therefore educate and raise awareness, it must create room for experience and experiment. It needs to connect and can not divide.

2. Communication

To experience and learn about Europe, assumes understanding. Understanding, as an essential skill however, implicates to be able to communicate and articulate in one or more

foreign languages. The practice, nevertheless, shows that this ability is underdeveloped in most countries of Europe.

A European curriculum must therefore insist to compensate for this deficit. Foreign language learning should be offered at different times and in varying intensity to the upcoming generation.

3. Professional skills

Because of an ever-integrating Europe, a European market, with completely different competitive situations than those existing on national levels, is being formed. In order to change something in Europe, these conditions have to be understood.

A European curriculum must therefore prepare; prepare in the sense that knowledge and skills are taught and competences and skills are obtained; in order to bring about performance and progress on a European level.

4. Technique and technology

Modern techniques and technologies influence the developments in Europe and the world increasingly. They favour not only greater mobility and flexibility, but lay claim to the willingness to learn and above all learning abilities. If Europe wants to maintain its position in the economic triad along with the USA and Asia, it has to place - especially in the context of a European curriculum - skills increased emphasis upon the educational goal of lifelong learning.

A European curriculum needs to crystallize clearly the related possibilities and limitations.

5. Responsibility

The individual is still not sufficiently aware, for example, that global warming, deforestation of rain forests, the use of nuclear energy, the melting of the poles or the loss of material resources does not stop at national borders. In addition to these ecological examples it has to be highlighted that national needs and interests always must be considered in the context of a global benefit and require the responsibility of each individual. A European curriculum must explain and make clear that individual and national claims should be legitimized under the principle of global benefits.

6. (Multi-)Perspective

Modern industrial nations can also be characterized with uncertain perspectives for the future. A unified perspective for the future is not determined by the detachment with given ideologies or the increase in values and norms in our society. A European curriculum must

therefore bring understanding and make clear that there is not one right way. Rather, such a curriculum should demonstrate emphatically that there are many ways that are meaningful and appropriate for the situation. A European curriculum must bring about understanding for the future perspectives of other people, but at the same time put the individual in the position to critically verify future designs.

7. Standards

A Europe that is vibrant, diverse and active, calls for a plurality of values and norms, for the acceptance of different attitudes and for tolerance towards others. Europe enables more than ever, the freedom of the individual. This freedom can only go so far, however, that the freedom of the other is not limited.

A European curriculum must convey these standards and shall ensure to safeguard and develop these standards.

8. The awareness of teachers

The European unification and integration is supported decisively by the educators in the, there will be no upcoming generation that is aware of this process. It is, as already mentioned above, an important approach of action already preparing tomorrow's adults to the Europe of the future and demonstrating to them that they will be the generation that will continue to develop Europe and shape it even further.

With appropriate consideration of these criteria and through a European curriculum inequalities could be reduced and integration efforts realized, transitions into other types of schools could be facilitated and parents work inspired, social progress could be maximized and country-specific competition minimized and: it could be the answer to the PISA study.

2. Curriculum analysis

The above-formulated question whether we need a European curriculum, can not and should not be answered conclusively. Rather descriptively attempt should be made to examine the curricula of selected European nation-states in terms of integration of European or Europe-relevant content. The selection of countries is attributable to the European multilateral Comenius network VoiceS, where different work groups collaborate on different topics. The selection of countries can therefore be regarded as arbitrary. Quite different (but intended) is, however, the access to the curricula and their analysis. The following individual analyzes are available and can be viewed separately:

- AT: Analysis of the curriculum of New Middle Schools (Austria)
- BE: Analysis of the cross-curricular curriculum "Voeten" (Belgium)

- ES: Analysis of the Catalan curriculum (Spain)
- IT: Analysis of the curriculum of Liceo Scientifico "Marie Curie" in Milan (Italy)
- TR: Analysis of the curriculum of Private Schools (Turkey)

The following overview shows, which curricula formed the bases for the analysis in the five countries:

	Austria	Belgium	Spain	Italy	Turkey
School form	public	public	public	Public	private
Grade	secondary education	secondary education	primary education	secondary education	primary and secondary education
Age of pupils	10-14	12-18	6-12	14-19	6-13 14-18

Table 1 – Overview of country specifics

The subsequent table shows the extent to which statements can be found for the respective comparison criteria in each country (yes: statements available, no: statements not available). The analysis was performed on the basis of comparison criteria corresponding to the first seven Outlines of a European curriculum (see above).

- **Multiculturalism:** Is the curriculum multiculturally and internationally orientated?
- **Communication:** Does the curriculum promote learning different languages?
- **Professional competences:** Do students acquire competences to be competitive on the European market?
- **New technique and technology:** Does the curriculum support the new strategy of lifelong learning?
- **Responsibility:** Does the curriculum mention national and international interests (national needs in the context of global use)?
- **(Multi)Perspective:** Does the curriculum aim to show different life perspectives and support the ability of critical thinking?
- **Standards:** Does the curriculum support to be tolerant and/or different?

	Austria	Belgium	Spain	Italy	Turkey
Multiculturalism	yes	yes	yes	yes	yes
Communication	yes	yes	yes	yes	yes

Professional competences	yes	yes	yes	yes	no
New technique and technology	yes	yes	yes	yes	yes
Responsibility	no	yes	no	no	yes
(Multi)Perspective	yes	yes	no	yes	yes
Standards	yes	yes	yes	yes	yes

Table 2 - Existence of comparison criteria in the curriculum

Since the analysis, due to the differentiation of the individual country studies, can only be done in a descriptive way, respectively two statements should country-specifically be taken over from the curricula, which are differently accentuated and reflecting the integration of the European dimension:

AT - Austria

Multiculturalism

The participative process in a common Europe, in a globally networked society with international markets leads to challenges concerning equal opportunities and equality of the sexes and arises questions of intercultural aspects. In this connection a discussion of the regional, Austrian and European identity is of special significance.

Communication

Focuses set on respecting all languages and encouraging pupils to learn and understand more than one foreign language.

These competences shall be widened and deepened by adequate lessons and by a plurilinguale education to create language sensibility and intercultural appreciation as a base for a democratic society.

BE - Belgium

Multiculturalism

The contents refer to what is deemed socially and educationally important in order to live in a multicultural and democratic society.

The topics are:

- the culture of society as a dynamic given and as a result of social interaction between people and groups and policy
- society as a reality of diverse subgroups and mutual differences between people
- remembrance education through an informative look at negative and positive events from its own past and that of societies elsewhere in Europe or the world, as a means to learn how to proceed with society
- significance of conflicts, both global and culture-specific
- art-related cultural exploration as part of a social identity

Standards

Students are able to:

- express themselves about and deal respectfully with friendship, love, sexual identity and orientation, sexual feelings and behaviour
- see through prejudice, stereotyping, undue influence and abuse
- discuss views on medical, psychological and social aspects of cohabitation forms
- use cultural and artistic expressions to show understanding for the world of others
- describe the dynamics of lifestyle and interaction habits, opinions, values and norms in their own as well as in other social and cultural groups
- deal constructively with differences between people and worldviews
- draw lessons from historical and current examples of intolerance, racism and xenophobia
- illustrate the mutual influence of art, culture and technology, politics, economics, science and ideology

ES - Spain

Communication

The Catalan Curriculum: The main objective of education in Catalonia is to prepare the children to grow up as a person, to be able to communicate with the others and to face the challenges of a plural, multilingual and multicultural society in the 21st Century.

The Spanish curriculum: The aim of Primary Education is to offer all children, boys and girls, an education that can enable their personal development and health, to acquire the basic skills related to communication, reading, writing and counting as well as the development of social skills, study and work habits, the creativity and affectivity.

New technique and technology

The aim of education is to help children to understand the world they live and to set the fundamentals for:

- To become active and critical citizens in plural and changing societies
- To develop their abilities, knowledge and attitudes to make them responsible and autonomous persons, socially integrated
- To make them adapted to new situations and to be prepared to develop a lifelong learning.

IT – Italy

Multiculturalism

Very important is developing awareness of cultural similarities and differences, especially in contact with other cultures, even in our country.

The acquisition of skills related to citizenship and the Constitution is a global investment in the school on different levels. First, in the context of history and philosophy, the student is required to learn some fundamental areas relating to the interweaving of the two disciplines and the law, even in locations that include the teaching of law and Economics (which, in this case, "citizenship and the Constitution" is given). Secondly, life, itself, in the school environment represents, according to current 13 law, a privileged field for the exercise of rights and duties of citizenship.

Professional competences

Cooperate, participate, and interact in groups. Compete and contribute to common learning and the implementation of the activities proposed in full respect for mutual rights. Read critically and interpret the contents of the different forms of communication--the knowledge and practice of various sporting activities, both individual and involving teamwork. Allow the student to discover and develop attitudes, skills and personal preferences, acquiring and mastering motor skills first, then sports specific techniques to be used in an appropriate manner and controlled. Sports activity, experienced in different roles as player, referee, judge and organizer, enhances the student's personality by generating interest and motivation to explore specific and direct personal attitudes that they can develop.

The student, working both individually and in groups, learns to negotiate and to cooperate with his team mates following shared rules for achieving a common goal.

TR - Turkey

Multiculturalism

The aim of the Turkish educational system is to nurture productive, happy individuals with broad views on world affairs who will unite in national consciousness and thinking to form

an inseparable state, and will contribute to the prosperity of society through their skills. This is thought to be instrumental in making the Turkish nation a creative and distinguished member of the modern world.

Perspective:

The purpose of secondary education is to give students a minimum common culture, to identify individual and social problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills.

The colleagues of the workgroup are aware that the comparison is limited to a minimal descriptive analysis. They were to examine whether the outlines of a European curriculum - which were used here as comparison criteria - could be found in the different school levels, school types, age groups, etc..

The individual analyzes show clearly that similarities, in terms of the presence of the criteria in the curricula of the countries, predominate:

- The criteria 'multiculturalism', 'communication', 'technique and technology' and 'standards' can be found in all analysed curricula
- The criteria 'professional skills' and '(multi-)perspective' are found respectively in 4 out of 5 country studies. This is only not the case in Turkey and Spain.
- The criterion 'responsibility' comes the least into play. This one was exclusively detected in Austria and Belgium..

The intensity and quality of the respective existing criteria was repeatedly referred to in the individual country studies.

In the analysis the eighth criterion "the awareness of teachers' was not given any attention. The fact that the comparison only included the curricula of compulsory schooling system, no statements could be made. The importance of this criterion is, however, beyond question. The study programs for teacher education in the countries examined illustrate this. Therefore in the last part of this paper, the (European) teachers take centre stage.

3. To be a teacher: in and for Europe

Teachers in Europe

If teachers, as the main actors in the educational system, are responsible for the integration of the European dimension, then, this requires greater awareness, as already mentioned above in the criteria for a European curriculum.

In this context, the teacher is obliged to realize the following important objectives:

- We live in an information society. The teacher should provide relevant knowledge. Skills and knowledge contribute to the development of European awareness.
- European symbols are not enough! Through practical impressions and experiences the teacher should establish a European identity.
- The teacher should make every effort to initiate cooperation and communication links on all educational levels or to integrate into existing networks.
- The teacher should prepare the young generation for a responsible, peaceful and emancipated life, which in Europe should be characterized by a qualitative and quantitative high-quality standard of living for all citizens.
- The level of education will continue to grow in our information society. Today's teacher must develop lifelong learning skills in students.
- He/she should make sure to provide a binding framework of values and standards and also exemplify these. Thinking and acting must form a unity.
- The teacher should not replace national thinking with cross-national thinking, but expand it towards a cross-national thinking.
- They should motivate and empower students to communicate in at least one, better in two or more foreign languages. This helps the breakdown of communication difficulties and communication barriers and thus improves inter-European and international understanding.
- He/she should use themes that cause dismay, joy, fear, hatred etc. in children and adolescents and which are being discussed by the students, in order to convey knowledge about Europe and in order to raise awareness of the European unification and integration process amongst boys and girls.

The question as to HOW is not answered by the insistence on as to how THE TEACHER SHOULD. The following problems could arise:

- When speaking of Europe, one moves into a multidimensional sphere. To conceptualize Europe, is impossible due to its complexity in which the treatment of the topic in the classroom represents one of the greatest challenges. However, at the same time, this uncertainty about the definition of the term offers educators the opportunity to define Europe in the context, as it corresponds the best to the subject matter.
- The complexity of the topic is another problem. For many people Europe is still not comprehensible, since European citizens have not yet seen or experienced it in the necessary extent. The difficulty consists in selecting from the confused variety and

complexity of the material, those elements that are relevant and ostensible for their respective classroom activities.

- Europe's rapid development requires constant updating of knowledge and skills in order to convey the respective levels of development of the European unification and integration process. This updating of skills also implies a major difficulty. Many educators of age and with years of employment are neither willing nor able to acquire this new knowledge or to convey it.
- Amongst educational policy institutions, a 'Europe fatigue' has set in, which does not promote openness and motivation on the subject. Therefore, raising the awareness for the European unification and integration process of different target groups must be seen as a major difficulty. The European elections of May 2014 have emphasized this once again.

The need to integrate the European dimension in education, therefore likewise needs to be integrated in teacher education. If the teachers of tomorrow are not aware of the European unification and integration process, the chances to be able to prepare the coming generation to Europe go down considerably. The most important and decisive role in the integration of the European dimension in education is reserved for educators. Without such actors, who possess the necessary ability to apply strategies and principles of pedagogical thoughts and actions in such a way that the educational mandate is implemented, all conceptual change proposals are ineffective and useless. For the European integration process and the process of internationalization of the educational public, this means that European awareness and European feeling can only be developed in the hearts and minds of the people, when the teaching staff at the general and vocational institutions of the European Union understands how to methodically and didactically pass these beliefs and plausibility to the youth and how to play an active role in the European integration process. The great contribution that education and training are able to provide, is the development of a positive attitude and stance towards the European integration process.

Teachers FOR Europe

The integration of Europe on an educational level is characterized by the individualization of learning processes, by cross-curricular teaching, by learning in inter-year groups as well as the exchange of experiences and information. The fact of empowering educators to practice and implement these new contents and methods into their subjects, has become a leitmotif and is an essential part of the education and training of teachers. In the measures taken for the qualification of educators, therefore, it must be unmistakably clear that IN and FOR a united Europe, a teacher is required who:

- is in a position to assess the social and political developments in Europe and knows how to react educational and curricular;
- has the mobility and flexibility as conditions for open-curricular activities;
- tackles new life-relevant contents;
- can design differentiated learning environments;
- supports independent and self-activated learning;
- sees himself not as an instructor, but primarily as a learning consultant;
- has developed a high degree of self-competence.

The youth of today is hedonistic and willing to take risks and is less and less inclined to submit to societal values and norms. Violence and aggression, fear and uncertainty, the acute shortage of training places have brought schools in a problematic situation. Infrastructural interlacing of politics and economy, the loss of values, the threat to the world through global problems and the current situation in the European labour market call on the one hand for general and vocational institutions, for an increasing qualitative and quantitative education, but also lead youngsters on the other hand to frustration, resignation and pessimism. The chance to make the younger generation understand that a United Europe has much greater possibilities, the address the aforementioned specific symptoms, should be and remain the ambitious task for all educators in the Member States of the Union.

The requirement to present Europe as curricular content as well as the integration in textbooks, in teacher training and in all educational policies, economics and educational legislative matters, continues to present a challenging task in the coming years. The development of a European identity is based on a growing understanding of the need for European integration. In this context it is necessary to enable learning processes that help to see difficulties and obstacles as challenges for the integration of Europe and to critically question these. The upcoming generation should be aware that European unification requires commitment, responsibility and investment from nation-states as well as every individual in order to realise the European idea.

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http://eacea.ec.europa.eu/index_en.php

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